

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section 1 – Student Information			
School District:	Jacksonville	School:	Jacksonville Elementary School
Student:	Layla Morgan	DOB:	03/25/2007
Sex:	Female	Student ID:	3467H
Dominant Language:	English	Interpreter Needed:	No
Race:	Caucasian	Ethnicity:	Non-Hispanic
Address:	1245 Daniel Coving Lane Jacksonville, Mock State 12006		
Telephone:	555-852-5469		
Parent/Legal Guardian:	Janet Morgan		
Dominant Language:	English	Interpreter Needed:	No
Address:	1245 Daniel Coving Lane Jacksonville, Mock State 12006		
Telephone:	555-852-5469		
Section 2 – Determination and Re-Determination			
Date of Committee Meeting:	November 10, 2014	Purpose:	<input checked="" type="checkbox"/> Initial <input type="checkbox"/> Annual <input type="checkbox"/> Re-evaluation <input type="checkbox"/> Closure
Status:	<input checked="" type="checkbox"/> Eligible <input type="checkbox"/> Ineligible	Date of Initial Determination:	November 10, 2014
Date of Service Initiation:	November 17, 2014	Projected Date of Review:	November 10, 2015
Section 3 – Present Level of Performance and Individual Needs			
Academic/Educational Achievement and Learning Characteristics: Address current levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills, and information and learning style			
Area	Current Performance	Services	
Academic Development:	Student is performing slightly below expectations given her intellectual capacity; however, she is passing all subjects.	none	
Cognitive Ability:	Woodcock–Johnson Test of Cognitive Abilities: 98 (Average)	none	
Language Ability:	Mixed receptive-expressive language issues	1. Speech therapy 2x per week, 30 min 2. In-classroom aide support to reduce challenges with multi-step directions/instructions 3. In-classroom reading group daily	
Learning Style:	Multi-sensory	none	
Social Development: Describe the quality of the student's relationships with peers and adults, feelings about self, social adjustment to school and community environment, and behaviors that may impede learning.			
Area	Current Performance	Services	
Relationship With Peers	Student has few friends. Engages primarily with siblings. Typically not the one to initiate social contact with peers. Seen as vulnerable by more aggressive peers	1. Be alert for incidences of bullying and immediately intervene 2. In classroom – teacher to make assignments for group work	
Relationship With Adults	Student appears comfortable with adults; however, she will generally not approach for assistance.	none	
Social Adjustment	Student appears shy, unsure of self.	Use speech therapy and reading group sessions to maximize opportunity for positive interaction in small group	

Section 3 – Present Level of Performance and Individual Needs		
Physical Development: Describe the student's motor and sensory development, health, vitality, and physical skills or limitations that pertain to the learning process.		
Area	Current Performance	Services
Physical Health	Petit mal seizures controlled with daily medication.	Teacher and classroom aide to monitor for occurrence
Hearing	Normal	none
Vision	20/20	none
Gross Motor Skills	Delays noted in screening tool.	1. Full assessment with Bruininks-Oseretsky Test of Motor Proficiency, 2nd Ed., (BOT-2) recommended as part of comprehensive developmental assessment 2. PT/OT 2x per week, 30 minutes
Fine Motor Skills	No delays noted in screening tool.	none
Management Needs: Describe the nature and degree to which environmental modifications and human or material resources are required to address academic, social, and physical needs.		
Area	Current Performance	Services
General	Student presents a mixed developmental profile.	Parent to arrange for comprehensive developmental assessment.
Classroom	Student performing in classroom setting with support.	1. Keep in least restrictive environment 2. Maximize classroom time (general education setting) 3. Provide speech therapy and PT/OT in small group 4. Allow time and a half to complete standardized tests. 5. Administer tests in location with minimum distraction
Section 4 – Measurable Annual Goals and Short-Term Instructional Objectives		
Physical Development: Describe the student's motor and sensory development, health, vitality, and physical skills or limitations that pertain to the learning process.		
Annual Goals		
1. Layla will improve expressive language skills. 2. Layla will improve receptive language skills. 3. Layla will improve gross motor development consistent with chronological age. 4. Layla will improve social skills		

IEP Committee

Signature	Role/Relationship
<i>Janet Morgan</i>	Parent
<i>Kristen Gershorn</i>	School Counselor
<i>Lily Johnson</i>	Teacher
<i>Abby Martinez</i>	Speech Therapist
<i>Tony Blake</i>	Classroom Aide
<i>Bill Ippolito</i>	Physical Therapist